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ABSTRACT

The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Houghton Mifflin Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

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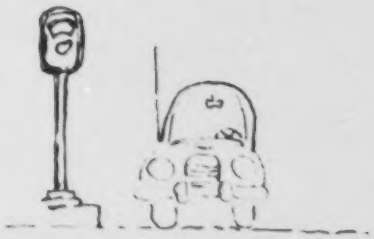
A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS



Houghton Mifflin

Basic Reading

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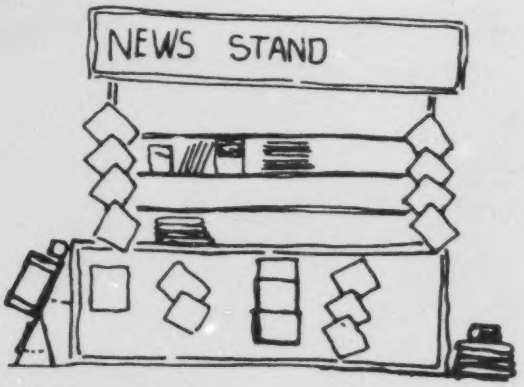

A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS

Houghton Mifflin Basic Reading

Grades 1-3

Area III

Portland Public Schools

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An Applied Research and Exemplary

Career Education Project

Project E-A-3-75

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Houghton-Mifflin

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Purpose of the guide

Teachers are becoming more cognizant of public and professional demands that students become more aware of social and economic realities. To place another set of textbooks and materials in our classrooms with appropriate content is unrealistic. Research by primary grade teachers has shown the feasibility of using the content of basal reading to teach an awareness of career and consumer education concepts. Appropriate dialogue and activities have been written to aid teachers' cultivation of the knowledge and skills primary age youngsters already possess.

Persons who have been involved in this project have been encouraged by the substantive content in basal readers that would ordinarily be used exclusively in the teaching of reading skills. The guides that have been developed adhere closely to the story line written by the authors. The basal reader stories should provide ideas for a classroom dialogue to help students become aware of the attitudes and values displayed by story characters for buying, selling, trading, serving others, and constructing products for others to use.

Through emphasis on comprehension skills, the students will be encouraged to read, discuss, write about, and view other related content that is pertinent to the concepts of career and consumer education. Teachers using this guide should be satisfied if primary age youngsters become aware of the idea that the rules of worthwhile play and learning in a classroom aren't too unlike the rules their parents follow in their careers and avocations.

Foreword

One of the major deficiencies in the career and consumer education of children in the primary school years has been a lack of classroom experiences involving students in a search for personal identity and increased awareness of themselves in relation to the economic system around them. Classroom teachers in grades 1-3 have not had the necessary materials and instructional guidelines to carry out the objectives of career and consumer education.

Now, a major contribution is being made to overcome this deficiency. In the pages which follow there is a rich repertoire of suggestions to help teachers reach students in grades 1 to 3 in the development of appropriate primary level concepts in both career and consumer education. This effort was made possible by a grant from the Career Education Division of the Oregon State Department of Education for exemplary projects.

The most exciting dimension of this work is its relationship to the basal reading material used day to day in the classroom. An immediate, practical application becomes possible without the inevitable layer-cake effect of uncoordinated curriculum materials.

I commend this work to each Area III primary teacher. I am confident that those who are concerned with career and consumer education concepts for their students will find a wealth of valuable information and professional guidance.

These remarks would be incomplete without special recognition for those responsible for this publication. Dr. Ralph Hodges, Area III Reading Coordinator, headed up the developmental team. Others who directly assisted him are indicated in the acknowledgment section. The results of their efforts are impressive. They provide genuine optimism for the realization of important career and consumer education goals in the primary school years.

James J. Fenwick
Area III Administrator for
Curriculum Development

JJF:hh

Acknowledgments

Many people have contributed their thoughts, writings, criticisms, and inspiration to this effort. Particularly, James Fenwick, Warren Rathburn, and Elisa Richendorf have encouraged everyone involved in the project by often giving a pat on the back when it was needed most. The number of principals and teachers who have lent a helping hand are numerous, some might say too numerous to name. However, as project director, I feel they are, and will continue to be, the most important persons to the future use of this guide and the implementation of career and consumer education and reading skill goals.

Abernethy - Margaret Hoagland; Alameda - Grace Bauer, Charles Boer; Arleta - Dwayne Osborne; Atkinson - Florence Seberg; Boise - Ron Dieu, Lee McGraw, Fern Roberts; Brooklyn - Orva Taylor; Buckman - Jeanne Johnson; Creston - Frances Lee, Merle Bradford, Betty Jean Donnelly; Duniway - Karen Bunnell, Dale Lange; Edwards - Cheryl Lindley, Shirley Concannon, Eleanor Swanson; Eliot - Nancy Eilertsen, Bob Harold, Barbara Lappala, Erin Roth, Lydia Roy, Emma Fowler; Fernwood - Elaine Bruce, Blanche Green; Glencoe - Janis Foote; Grout - Natalie Smith; Hollyrood - Helen Dobbek; Hosford - Margaret Marsh, Joyce McCluskey, Mary Lou Menache, Maryann Smith; Irvington - Barbara Criqui, Verna Hokanson, Grace Schaad, Nancy Waller; Kellogg - Mabel Beardon; Norma Callaghan, Linda O'Ren; Kerns - Karen Durbin, Marie Mansfield; Lane - Arlene Houser, Michelle Lehman, Virginia Stapp; Laurelhurst - Arline Toates; Llewellyn - Nancy Cooper, Judy Perry; Mt. Tabor - Lila Mae Fisher; Normandale - Sharon Blair; Richmond - Corrine Keithley; Sabin - John Beck, Marjorie Papke, Twila Kjensrud; Sunnyside - Glen Noble, Geri Mackley; Woodstock - Dolores Rypczynski; Substitute Teacher Staff - Patricia Engel.

Procedures for using the guide

It has been presumed by the persons who have been engaged in the research and developmental efforts in producing this guide, that it is important to help primary school students understand how they are a part of the social and economic system in which they live. The teaching scripts for these basal readers depart substantially from the objectives of the usual basic reader guidebook. Complete attention is given to the comprehension course goals. The selected stories contain very little special career or consumerism terminology, very little was expected prior to study of the stories. These story guides will not foster decoding skills by any direct method. These story guides should be reserved for teaching the specific objectives related to career awareness, consumerism and reading comprehension. The objectives are consistently limited in this guide by the modest number of experiences primary-age youngsters have had with these concepts.

Consumer and Career Education Goals

The following goal statements were selected by Area III primary grade teachers during the 1974-75 research phase of the project. These goals were chosen as those of greatest importance in creating an awareness for career and consumer education concepts among children in grades 1-3. The Reading Course Goals are referenced to the Tricounty Course Goals for Multnomah, Clackamas, and Washington County Intermediate Education Districts, Oregon.

Career Education Goal Statements

The students will be able to recognize:

1. The physical and emotional benefits of understanding and respecting self and others throughout life.
2. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
3. the personal social, economic and political reasons for work in our society.

4. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

5. that in our society he is dependent on the goods and services of others for his welfare and survival.

6. the physical and psychological reasons for work and leisure activities.

Consumer Education Goal Statements

Students will be able to recognize:

1. how resources are related to needs and wants.

2. the skills needed in the decision-making process.

3. effective shopping techniques.

4. how consumer skills can improve standard of living.

5. the relationship of supply and demand.

Reading Comprehension Goal Statements

Students will be able to:

1. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention. 4.3.2.1.1.2

2. relate supporting details to main idea statements in a paragraph or passage. 4.3.2.1.1.3

3. select details related to character, setting, and events. 4.3.2.1.1.4

4. select information dealing with time, place, and culture. 4.3.2.1.1.6

5. paraphrase directly-stated information. 4.3.2.1.1.11

6. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect). 4.3.2.1.3.2

7. order facts in terms of their importance. 4.3.2.1.3.3

8. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories. 4.3.2.1.4.1

9. summarize the directly-stated ideas of a paragraph in a brief statement. 4.3.2.1.5.3

10. substantiate his conclusions by citing supportive detail in the text. 4.3.2.1.5.5

11. predict future action on the basis of previous action and characterization. 4.3.2.1.6.1

12. infer meanings and attitudes that are left unstated by the author (i.e. read between the lines). 4.3.2.2.3.11

13. able to recognize underlying assumptions in stories, which may include: preconceived attitudes, prejudices, stereotypes, and generalizations. 4.3.2.2.3.2

14. use the following aids to draw inferences from a passage or story:

    (a) relating to knowledge and experiences,
    (b) making accurate summaries,
    (c) developing imaginative and logical alternatives. 4.3.2.2.3.1

15. infer meanings and attitudes that are not directly-stated by the author. 4.3.2.2.4.4

16. interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy. 4.3.2.2.4.5

17. identify specific personality characteristics that can be attributed to characters in a story. 4.3.2.2.6.4

18. identify ethnic and cultural traits of characters (in relation to events and conditions) within content. 4.3.2.2.6.5

Taxonomy of Objectives

The lists of goals represent general statements of concepts that primary school-age youngsters can be expected to acquire at an awareness level of understanding. Many of the goals are stated in terms of "knowledge" acquisitions. This level of goal attainment is delineated by the statement verbs of "recognize", "identify", "acquire", and to a lesser extend, "recall". Depending upon the level of involvement and expected knowledge outcome by the students, such terms as "translate", "illustrate", "interpret", "relate", and "apply" are rarely used. These higher-level objective statements would lead the teacher to expect a more sophisticated level of awareness than is reasonable for primary-age children. Consequently, objectives stated at an "analysis" or "application" level are infrequently used.

The lists of goals for reading comprehension are limited by the appropriateness of questioning and related activities, which in turn were dictated by the events and interpretations evidenced by the story content. The statement of comprehensio objectives often range from knowledge level verbs to those of synthesis, and occasionally evaluation. Due to the richness of the story content for building

the students' information base, the teachers who contributed to the guides have proposed a challenging level of questioning. This level of inquiry is necessary if their colleagues are to parlay story content to a recognition of many social and economic concepts by their students.

Procedures Used In Selecting Stories for the Guide

Twenty persons, indicating an interest in participating in the developmental phase of the project during 1974-75, were given orientation and training for their work. This committee had been trained to use the concept-descriptor terms and course goal statements for teaching career and consumer education and reading. There were three decision-points in this process. Any one of these decision-points was critical in selecting a story for further consideration.

Step 1. Each story had to meet two of the following criteria:

a) an interesting story for primary grade students;

b) provide relevant story content for the purposes of the project;

c) story content had to be useful for career and consumer education and reading instruction.

Step 2. Each story had to present one or more concepts that could be identified and described by either one or more career and consumer education goals.

Step 3. Each story had to provide a reasonable number of passages or pages of information that could be listed under career and/or consumer education goals provided on a goal-referenced checklist.

Finally, a group of classroom teachers and reading specialists reviewed the stories selected by the above-mentioned "study" committee, and wrote teaching guides for the use of the pertinent basal reading content for teaching career and consumer education and reading comprehension course goals. After further revisions by the project director the teaching guides were put in their present format for use in classrooms.

Further Procedures for Using the Guide

This guide must not displace the publisher's guide. Certain other objectives outlined by the original guide must be considered essential to complete teaching of reading skills. Career and consumer education goal attainment will not be preempted by presentation of word lists, decoding skills, and other publishers' activities. Should a teacher choose to not use the career-consumer education script upon first reading by students, this guidebook's routines for questioning and activities might be used at another time with the same story.

The teaching guide has several important components that do not depart from typical psychological principles built into most basic reader guidebooks. The section "Relationship of the Story to the Objectives" should serve as a synopsis of the story. Although, this statement varies in length, it does attempt to put the synopsis of the story events in a perspective of the specific career and consumer goals listed previously on the page in more formal terms.

The Preparatory Remarks are intended to establish the theme of the story with the students. This is an important step toward setting purposes with students for recognizing the relationship of the events in the story with career and consumer education concepts.

The Discussion With Students should be carefully prepared by the teacher. This part of the guide provides an interpretation of story events in relation to social and economic experiences that students have had or may benefit from as vicarious experiences. Strict adherance to the questioning strategy is not absolute, nor probable. A satisfactory outcome from the use of the teaching script will be possible if teachers have internalized the discussion with students in terms of the story's objectives.

The use of Related Activities is optional. However, if one or more of them are by-passed some of the objectives will not be fulfilled. These activity suggestions are instrumental in helping students extend their understanding of concepts through discussion of simulated, more realistic experiences. Teachers should investigate other career and consumer education handbooks for activities related to the story objectives.

Visual and auditory media are not listed under Related Activities. However, these should be carefully studied by either reviewing a synopsis in a media catalog, or by previewing them in terms of the story objectives. The lists of audiovisual media in the Appendix were submitted by a teacher committee as having pertinence to the goals of the project.

Evaluation is an important part of any teaching activity. Only carefully selected objectives have been described for consideration. These objectives have the greatest likelihood for accomplishment through the discussion and activities. Each classroom teacher should develop the methods, media, and criteria for measuring attainment of objectives. In some instances the classroom discussion and activities may develop a much different trend than the teaching script had delineated; therefore, evaluation should be made of the objectives that are relevant to lesson outcomes.

Finally, the Appendix of this guide has the stories classified according to concept-descriptor terms. The purpose of this organization complements the need to provide information about the stories for varied uses by teachers and others interested in the goals of this project. The user of this guide may choose to select only those stories that relate to certain concepts. This reference device should be helpful in relating each course goal with both concepts and selected stories.

Story: Tigers, Here We Come Book: Tigers (3) Houghton Mifflin
pages 27-35

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. Discuss special knowledge children should have regarding services performed in the home and community.

2. Distinguish between daily activities related to work and leisure.

3. Point out how they depend on others for their welfare and survival.

4. Recognize the need to respect other persons' reasons for their decisions.

5. Choose logical reasons for making certain kinds of purchases.

6. Select details related to character, setting, and events.

7. Relate supporting details to main ideas in a passage.

8. Classify objects, events, and ideas according to common characteristics.

9. Point out either the cause or the effect of an event or action in the story.

Relationship of the Story to the Objectives

Ben and his friends want to see a real tiger, but mother is too busy painting to take them to the zoo on the bus. The children are very disappointed until Jill suggests that they follow the bus to the zoo. In the city, they ask a policeman for help, then visit a pet shop.

Suggested Teaching Procedures

p. 25. What kind of bus do you see? Who drives the bus? Why do people ride buses? (Read Title) Where would you go to see Tigers?

p. 26. What is mother doing? Do you think she still has more work to do? Why is she painting the room? What tools is she using?

p. 27. Why can't Ben go to the zoo on a bus all by himself? Why couldn't Ben's mother take him to the zoo? How does Ben feel? How do the other children feel?

p. 28. What idea does Jill have? What does Ben think of Jill's idea? What do they decide to do?

p. 29. Who is the man down the street? How does a policeman help?

p. 31. Where are the children? What types of shops do you see?

p. 32. Where are the children now? What animals are for sale? Why do people buy pets?

p. 34-35. How do the children feel? How do we show disappointment?

Related Activities

Job description: bus driver - invite a parent who drives a bus to tell class about this work. Plan and take a short trip by city bus with small group.

Job description: painter (role of mother) What other things does mother do to care for home?
How do other family members help care for their home?

Job description: police officer - What should children do if they become lost?
Why should children have parental permission before they go off alone?

Feelings: discuss experiences in which the children have felt disappointment.

Cooperation: talk about sharing problems and plans.

Evaluation of Lesson Objectives

Children may tell about a pet shop they have visited. Talk about types of pets and responsibility in caring for them. Point out signs--purpose of advertising.
Job description: pet store keeper. What does this person do? Plan a trip to a pet shop.

Story: Dan and the Real Tiger Book: Tigers (3) Houghton Mifflin
pages 37-45

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. Discuss special knowledge children should have regarding services performed by certain community workers.

2. Distinguish between activities related to work and leisure.

3. Recognize the personal and social reasons for work.

4. Recognize the importance of good interpersonal relationships among persons involved in doing a job.

5. Use key words and phrases to answer factual questions such as who, what, when, where, how, and why.

6. Infer meanings and attitudes that are not directly stated by the author.

Relationship of the Story to the Objectives

Mother is taking the children to the zoo on the bus. Dan asks father if he can go too. Father says "no", he must go with him in the truck. Dan is disappointed. At the airport, Father helps load a big box onto the truck. Dan is surprised when they take it to the zoo. What was in the box? A tiger!

Suggested Teaching Procedures

p. 37 What is Dan dreaming about?

p. 38 Where are Mother and the children going? Who must Dan ask if he can go with the others to the zoo?

p. 39 Why couldn't Dan go to the zoo? How does Dan feel? What will he tell his friends?

p. 40 How do Dan's friends feel?

p. 41 What work will Dan's father do? Where will he go with the truck? Where did the box come from? Where did the man say it was going? Does Dan know where they are going?

p. 42-47 Who do you see in the picture? What are the children looking for?

p. 45 Discuss the feeling that Dan had: surprise at seeing his friends fright at the tiger's roar, happiness, excitement.

Related Activities

Have children share dream occupations. Talk about other circus workers. Plan and make a circus mural. Make types of hats to role plan.

Where do you like to go with your family?

Dan and the Real Tiger

Have children share times whey they were disappointed or felt "left out". Sometimes it is hard to obey.

How are we influenced by the feelings of others?

Job description: Workman at airport. Types of equipment used in moving cargo. Talk about times children had to "wait and see", keeping secrets, surprise.

Job description: Zoo keeper. List other zoo workers. Ask: What animals do you like to see at the zoo? Why do children enjoy zoos? Why are zoos beneficial? Visit the zoo. Invite the zoo mobile to school. Make a zoo mural. Make a hanging mobile. Plan activities that will help children' differentiate between feelings.

Evaluation of Lesson Objectives

1. Ask students to tell about times when their parents would not let them do some interesting activity because a job around home had to be done. How did they feel about the situation? Was the work necessary?

2. How is the work of a zoo keeper like that of a farmer? How is their work different?

Story: The Biggest One in the Play pages 4-11 Book: Dinosaurs (3) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the personal and social reasons for work.
2. acquire an understanding of the personal and social benefits of respecting others and self.
3. use key words and phrases to answer factual questions such as who, what, when, where, how and why.
4. recognize events that support conclusions regarding personal feelings shown by story characters.
5. distinguish between directly-stated information in a story from inferences story detail convey.

Relationship of the Story to the Objectives

Pam is going to be in a school program. She asks her family to attend, but won't tell what she will be doing in the program.

Suggested Teaching Procedures

p. 5 What is Mother doing?

p. 6 Why do children have school programs? How does Pam feel about being in the program?

p. 7 Why can't father go to the program? Do you think Pam liked surprises?

p. 11 How does Pam feel being the biggest one in the play?

Related Activities

Why do families like pretty yards? Explore feelings of bigness and smallness. Do some movement activities that deal with big and little. Let children tell about surprises and secrets they have experienced. Children pantomime being non-moving or non-living objects. Write stories--"I am a big apple tree..." etc." Write or tell tiddles, giving clues as Pam did. Ask children--what makes you feel important?

Evaluation of Lesson Objectives

Students will be able to extend the events in the story to demonstrate their understanding of the effect that physical and psychological attributes have on attidudes and activities.

Story: We Walk Dogs Book: Dinosaurs (3) Houghton Mifflin
pages 13-17

Career and Consumer Eudcation and Reading Skill Objectives

The student will be able to:

1. Identify several personal, social or economic reasons for work. Ca 3
2. Discuss the importance of performing a job in such a way that their responsibility to do good work is maintained.
3. Recognize the importance of good interpersonal relationships with fellow workers.
4. Identify appropriate resources needed to meet ones needs and desires.
5. Recognize the relationships between skills, training and productivity.
6. Select story details related to character, setting and events.
7. Relate supporting details to main idea statements in a passage.
8. Locate instances of cause and effect in a reading selection.
9. Summarize directly--stated ideas of a paragraph in a brief statement.
10. Infer meanings and attitudes that are not directly stated by the author.

Relationship of the Story to the Objectives

This story is about two boys who got into trouble trying to earn some money by taking on a job that was too big for them.

Suggested Teaching Procedure

Introduction: Have you ever gotten into trouble trying to earn money? What have you done to earn money?

p. 13 What do you think these boys wanted money for? Why do you think the boys made the sign? What else will he write on the sign?

p. 14 How do the boys like their work? Are they satisfied with the pay? What plan did they make? Why do they need money for Fun Park? Why will the boys earn more money if they walk bigger dogs?

p. 15-17 What responsibility do the boys have?

p. 18-20 Where is Chester Now? What is the policeman doing? What other workman do you see in the picture? How do you think Ted felt when he first got the job of walking Chester? How do you think Ted felt after he tried walking Chester?

We Walk Dogs

p. 21-25 What does Mrs. Way do at the library? Do you think that walking dogs was a good way to earn money? What other ways could Ted and Ken have earned money for Fun Park?

Related Activities

Talk about taking on tasks too big to handle. Talk about ways of earning money and reasons children might have to want to earn money. List other forms of advertising--make a sign to advertise a service you can do. Plan a TV ad for your service. Tell about a fun time you have saved money for.

Job description: policeman, food vender, bus driver
How would a policewoman's job be different from a policeman's work?
Why do we have libraries? Describe pets you have or use to have.
Tell about experiences in caring for them. Make a list of kinds of pets and the care they require.

Evaluation of Lesson Objectives

1. Request students to list reasons for doing work for pay or trading work for goods.

2. Ask students to list ways they might earn money to buy one of the things mentioned in #1.

Story: One-Way Tickets Book: Dinosaurs (3) Houghton Mifflin
pages 27-37

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. Recognize the need to evaluate conditions of resources and supply of goods or services prior to purchasing.

2. Relate their understanding of ways to make decisions to buy carefully within limits of resources.

3. Identify the ways they are dependent on others for their welfare and survival.

4. Select details related to character, setting, and events.

5. Use key words and phrases to answer factual questions such as who, what, when, where, how, and why.

6. Recognize instances of cause or effect in events occurring in a reading selection.

7. Infer meanings and attitudes that are left unstated by the author.

Relationship of the Story to the Objectives

The family arrives at Fun Park. Ken and Ted take Pam for a ride on the Jungle Bus while Dad is waiting for Mother. Students reading this story will learn about the limits there are in number of activities they may take part in at an amusement park.

Suggested Teaching Procedures

p. 27 What is Father doing? Why must they pay?

p. 28 What are some of the different kinds of rides and things you see in Fun Park? What kind of workers do you see? What do the children choose to do?

p. 29 Who did Dad have to buy a ticket for? Who paid for the boys' tickets? How did they feel? Why couldn't Pam pay for her own ticket?

p. 30-31 What choices did the children make in the Jungle?

p. 33-34 Why couldn't they take the bus back? Why didn't Ken buy tickets for the return trip? How does Pam feel when she found out it was her good ideas that got the children back to Dad?

Related Activities

What do families do for entertainment? Where do they go for their entertainment? What do you like to do at an amusement park? What choices must you make?

One-Way Tickets

How does money limit us? Why can't we ride on everything? Make a miniature amusement park. Make little booths on desks. Ask each child to develop an activity for their "desk booths". Assign costs. Children have limited money. Decide what to do. Tell about an adventure you had that you didn't expect.

Evaluation of Lesson Objectives

Students should indicate an understanding of how choices can be limited in number of activities they can have in relation to their resources to buy or trade for their choices.

Story: Red is Nice pages 52-59 Book: Dinosaurs (3) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. Identify the importance of needing special knowledge for doing certain kinds of work.
2. Explain how sharing labor in doing a difficult task is necessary.
3. Translate the purpose for maintaining a machine or house to increasing its usefulness and lifetime.
4. Select details related to character, setting, and events.
5. Relate supporting details to main ideas in a passage.
6. Use chronological order in arranging events.
7. Predict future action on the basis of previous action and characterization.

Relationship of the Story to the Objectives

When the boys paint the tree house red, paint drips onto the doghouse. So they paint the doghouse red, too. Then they must paint the fence red, also. Father arrives just as they are ready to paint the house red!

Suggested Teaching Procedures

p. 52 What is Ken going to do? What tools will he need? Why will Mike help? What kind of work can Mike do well? Will the boys be pleased with their job?

p. 54-55 What will they do now? How does Mike feel about painting now? Why must they complete their work?

p. 57-59 How do you think Dad felt when he saw the painting that had been done? What will the boys try to do the next time they paint?

Related Activities

Children make red pictures, using red paint or a variety of medium and textures. Class compiles a poem: Red is .....
Why do we paint? Have you helped paint something? Why do you cover things to save on the clean up? Talk about experiences that became more and more involved. Tell about experiences you have had in which you got too much of something you thought you liked...or got involved in a job that got bigger and harder.
What if father had been angry? How do you think mother would have felt?

Red is Nice

Do you have a spot that could use a new coat of paint--a wall in the lavatory? etc? Plan with group--you may need to involve some adult volunteers!

Evaluation of Lesson Objectives

1. Students should show their understanding planning work to avoid accidents and problems related to doing a job.

2. Students should indicate how they would handle situations where events go "bad" and problems arise.

Story: The Animal with No Name pages 61-69 Book: Dinosaurs (3) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others.

2. identify the personal and social reasons for work.

3. recognize that work is a dignified activity with rights and responsibilities.

4. select information dealing with time, place, and culture.

5. state the main idea of a paragraph or passage as a paraphrase of directly-stated ideas.

6. locate information in a story that indicates the cause or effect of an event.

7. draw upon story inferences to relate personal knowledge and inferences.

Relationship of the Story to the Objectives

Everyone was working on a project to display when mothers came to visit school. Everyone, except Ted. He felt he couldn't make anything and wouldn't try. The teacher suggests that he help by putting supplies away. While working at this, Ted finds that he can make something to be proud of.

Suggested Teaching Procedures

p. 61 Name the different animals on this page.

p. 62 What are some of the different kinds of work that the children are doing?

p. 63 Why doesn't Ted make something? How does he feel about how he makes things?

p. 64 What does Mrs. Hunt suggest that Ted can do? How does Ted feel about this work? Why is Ted's job important to the others?

p. 68-69 How does Ted feel about his project? Do you think Ted had fun making his no-name animal? What did Ted find out about doing something that he didn't think he could do? What do you think Ted will do when the class makes something again?

Related Activities

Talk about being afraid to fail. Elect whether anyone has refused to do something because of fear of failing. What can you do well? What do you

have trouble doing? What do you say to a person to encourage them to try something they claim they can't do?
Class draws or makes imaginary animals and gives them names. One child describes an imaginary animal and another gives it a name. Give each child a set of identical craft materials, each makes an original creation.

Evaluation of Lesson Objectives

Students will share their experiences appropriate to the theme of the story--that encouragement leads persons to do things they felt they could not accomplish.

Story: Too Many Bozos Book: Rainbows (4) Houghton Mifflin
pages 57-75

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the necessity for relating resources to needs and desires.
2. apply simple skills for making decisions for buying things.
3. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.
4. relate supporting details to main idea statements in a paragraph or passage.
5. explain events as to their logical, chronological, importance and cause and effect relationship.
6. draw inferences from a story or passage to relate knowledge and experiences.

Relationship of the Story to the Objectives

Danny wants a pet, a dog, to name Bozo. Mother says "no". Danny then brings home a frog, which he later trades for a mouse, and then for an ant farm. Finally his wish comes true.

Suggested Teaching Procedures

p. 58-59 What is Danny thinking about? How does Danny feel when Mother days "no"?

p. 61-64 How does Danny feel about his frog pet? How does Mother feel about it? What kind of care will it need?

p. 65 How did mother feel when the frog jumped at her? How did Danny feel on the way back to the park?

p. 66-67 What did Danny trade the frog for? How did Mother act when she saw what Danny had?

p. 68-69 What care did Danny give the mouse?

p. 70 How do Mother and Danny feel now?

p. 71 What happened at the pet store?

p. 72 How did Mother feel about the ant farm?

p. 73-74 Why does Mother decide Danny needs a pet? How does Danny feel with his new puppy? Do you think he will take good care of the dog? Danny showed many feelings. When do you think he was disappointed?...surprised?...excited?...

Related Activities

What have you wished for but couldn't have? How did you feel?
Why must parents sometimes say "no"?
Role play Mother and Danny--what other "pets" could Danny have named "Bozo"? What have you traded with someone? Was it a fair trade? Why?
Visit a local pet store. Discuss which animals make the best pets.
Children tell about their pets and how they care for them.
Trade fair: I'll trade my--for your--.

Evaluation of Lesson Objectives

Students will be able to demonstrate their understanding of selecting appropriate pets, games, toys in relation to the space, personal skills, or interest in using or possessing the thing they desired.

Story: Pedro's Bike Book: Rainbows (4) Houghton Mifflin
pages 98-115

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the importance of interpersonal relationships of people working together to accomplish a job.
2. explain the ways that everyone depends to some extent on others for our welfare and survival.
3. identify the resources necessary to meet our needs and desires.
4. select details related to character, setting, and events.
5. relate stated conclusions to supportive details in a story.
6. use inferences from a passage or story to develop imaginative and logical alternatives.
7. infer meanings and attitudes that are not directly stated by the author.

Relationship of the Story to the Objectives

Pedro wants a bike, but his family cannot buy him one. His friend helps him wish for a bike and Mr. Lee helps him repair an old bike. Pedro learns that wishes can come true.

Suggested Teaching Procedures

p. 98 What is Pedro wishing for?

p. 99 Why can't Pedro have a bike?

p. 101-106 How does Pedro feel about wishing and waiting?

p. 107-108 What is the man with the truck doing?

p. 109-112 Can Mr. Lee fix the bike? What tools might he need? How can Pedro help Mr. Lee? Why will Mr. Lee help Pedro?

p. 113-114 What work is Mr. Lee doing on these pages?

p. 115 What did Pedro learn about making wishes? What does Manuel think of Pedro's bike? Why didn't Manuel wish for his own bike first?

Related Activities

What have you wished for? What must a family use money for? What things might members of the family want? Why must we sometimes wait for the things we want? Why can't we have everything we want? Would we be happier if we had all our wants? What do people do with things they no longer want or need?

Pedro's Bike

Recycle--return pop bottles for a week. Make craft from egg cartons, other throw-away items.
Do you think you should always wish for things for yourself?
Have you ever wished for something you couldn't possibly get?
What have you wished for that you did get? What should you do when your wishes don't come true?
Write about special wishes. Make your story magic by making up some "magic words" of your own.
Make mural "Mountain of Wishes"--show wishes written on stones piled to form a mountain of "good wishes."

Evaluation of Lesson Objectives

Students should be able to demonstrate how a wish (a desire, or need) can be fulfilled to some degree by identifying: skills, materials (if they apply to individual cases), and cooperating people, who may be of assistance.

Story: Never Go Swimming With a Porcupine pages 162-165 Book: Rainbows (4) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the importance of having respect for others efforts in cooperating in working at a task.

2. acquire an understanding of how sharing labor must be done with consent and responsibility toward others.

3. explain how needs and desires can usually be satisfied only to the extent of ones personal resources to acquire goods.

4. identify the events of a story in terms of chronological and cause and effect relationships.

5. use story inferences and directly-stated ideas to develop imaginative and logical alternatives.

Relationship of the Story to the Objectives

Raccoon wants some fish for dinner but decides to get some help. His "labor-sharing" scheme backfires on him when the porcupine quickly recognizes how he was "used" by the wily raccoon.

Suggested Teaching Procedures

p. 162 What does Raccoon want? How does raccoon feel about the work?

p. 163-164 How did the Porcupine feel about helping when asked? What was Raccoon's plan? How did they "work" together?

p. 165 What trick did Porcupine play on Raccoon? What would have been a better way for Raccoon to get fish? Talk about how others are "friends" as long as they are benefited--toys, treats. Was it fair of Porcupine not to share?

Related Activities

Ask students to find newspaper or comic book where the plot shows characters taking advantage of another person's personal benefit.

Evaluation of Lesson Objectives

Students will be able to differentiate between:

1. positive instances of "sharing labor" for the benefit of two or more parties.
2. negative instances of "sharing labor" where only one person, or no one benefits.

Story: Roberto is Always a Problem
pages 29-42

Book: Signpost (5) Houghton Mifflin

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how interpersonal relationships among family members are important to accomplishing difficult tasks.

2. identify how people in a community depend on others for their welfare and survival.

3. distinguish how persons in a story used good skills in making decisions to buy.

4. select details related to character, setting, and events.

5. relate supporting details to main ideas in a story.

6. interpret causes and effects among events in a story.

7. classify ideas according to commonalities of subject, place, and certain categories.

Relationship of the Story to the Objectives

Maria doesn't want to take Roberto with her to the laundromat, but Mama says she must, However, And caring for Roberto is much more trouble than doing the laundry.

Suggested Teaching Procedures

Intro: Do any of you have little brothers or sisters who can be problems to care for? Do you sometimes have to watch them or take them with you some place? Let children share problems with younger brothers and sisters. Ask them also to tell experiences they have enjoyed with younger children.

p. 29 Why do you think Maria looks unhappy?

p. 30 What is a laundromat? What will Maria do at the laundromat? Why didn't Maria want to take Roberto with her? What did Roberto do when Maria said he couldn't go with her? Why did Mama say "Please take him, Maria"? Do you think Roberto will be good at the laundromat?

p. 31 What problems does Maria have on the way to the laundromat? What kinds of stores did they pass? What other kinds of stores might there have been?

p. 32 Why did Maria think that the Laundromat might be closed? What kind of repairs and maintenance might a shop require? Why must some small shops and businesses close for all the time?

What expenses would the shopowners have? How do they make money? What was Mr. Lopez doing at the laundromat?

p. 34-35 Is Roberto happy to be inside the laundromat? What work does Maria do? What does Roberto start to do? Why? How do you think the people felt about his singing? How do you think Maria felt when he wouldn't stop singing? What would you have done with Roberto when he started to sing and disturb others? Why did Maria give Roberto money to buy candy?

p. 36-37 Where did Maria tell Roberto to go for candy? Where did he go?

p. 38-39 How does Roberto feel when he sees the truck go down the street?

p. 40-41 How did Maria feel when she looked up and saw her brother on the roof? How did he get down? What work do firefighters do besides put out fires? How do you call for a fire truck?

p. 42 How did Mama feel when she heard about Roberto? How did Mama and Maria feel when Roberto asked to go back to the laundromat? Do you think Roberto will always be a problem? How will Roberto change so that he won't be such a problem?

Related Activities

What problems can children be in a shop? Ask children to tell how they have been helpful to grownups in a shopping area? Have them tell about experiences of shopping alone? Visit the neighborhood shopping area. What stores are included? Why do people shop in a neighborhood area rather than downtown or a large shopping center? Make a mural of a shopping area or a panorama, using small boxes for shops. Role play the story; let students who care for younger children play the part of Roberto.

Evaluation of Lesson Objectives

Students will be able to understand how family members must share job responsibilities. Students will be able to point out how unwise choices to buy come about because of bad situations at the time of purchase.

Story: Hooray for Jasper pages 77-97 Book: Signposts (5) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others.

2. identify how a person's reasons for work are due to personal and social purposes.

3. select words and phrases to answer factual questions such as who, what, when, where, how and why.

4. relate supporting details to main idea statements in a paragraph or passage.

5. cite supportive details to explain conclusions.

6. infer personal meaning and attitudes that are stated in a story.

Relationship of the Story to the Objectives

Jasper is the youngest in his family and wishes to be big--he learns from some experiences about what makes a person really big.

Suggested Teaching Procedures

p. 79 Look at the picture of Jasper and his family. How big is Jasper? Why does he look so sad when all the others are smiling? What makes you feel sad and left out? What do you do when you feel so sad?

p. 80 What does everyone say about Jasper? What is he too little to do? List things you can do now that you were once too little to do. List things you can't do now but will be able to do someday. What things is Jasper big enough to do?

p. 81-83 What did mother tell him about getting bigger? What did father tell him to do? What happened when he asked his brother, Paul?

p. 84 What was Jasper about ready to do? What have you tried hard to do and then given up. How did you feel? When did Grandfather say Jasper would get bigger?

p. 85 How will Jasper know when he's done something wonderful? How do you feel when someone praises you. Tell about times when you have received praise for something you did. What do you think Grandfather was trying to tell Jasper about being a "big" person? Talk about differences of physical growth and "feeling big."

p. 86-87 Look at the pictures. How does Jasper feel? How does the rest of Jasper's family feel?

p. 88-89 What did Jasper do for his family? What happened? Have you ever tried to do something helpful that turned out all wrong? Tell about your experiences and how you felt.

p. 90 What did his family say about the breakfast? How big does Jasper feel? Why is he hiding behind the chair? Do you have a special place hwere you go when you are feeling sad or want to be alone?

p. 92-95 Why didn't Paul or the other boys climb the tree to get the kitten? What was Jasper just the right size for? How did he feel as he climbed the tree? Why did he climb the tree? Did he do it for praise or to help Cindy get her kitten?

p. 97 How did everyone feel about Jasper then. How did Jasper feel? What is meant by "and Jasper GREW and GREW and GREW"? Do you think Jasper will ever feel little again?

Related Activities

Talk about why children wish to feel more grown-up. Write stories about what they will do when they are twenty-five. This will be a good story for role playing. There are a lot of "feeling" roles to experience. Reverse the story--What are you "too big" for? Share feelings of wanting to be little again. Help children to accept concept that the size they are now is best for now.

Evaluation of Lesson Objectives

The students will be able to differentiate the kinds of jobs that are appropriate for persons at certain ages and points in physical development.

Story: The Mitten Book: Signposts (5) Houghton-Mifflin
pages 177-193

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. recognize the physical and emotional benefits of understanding self and others throughout life.

2. acquire an understanding of how people depend on others for good services for our welfare and survival.

3. explain how good and services in short supply have a high demand for their use.

4. select information dealing with time, place, and culture.

5. relate supporting details to main idea statements in a paragraph or passage.

6. infer meanings and attitudes that are not directly-stated by the writer of the story

7. locate ideas in stories that are related as causes and effects.

Relationship of the Story to the Objectives

This is a folktale about nine animals that all snuggle up inside a boy's lost mitten on a very wintery day.

Suggested Teaching Procedures

p. 178-179 What kind of a day was it? What special needs do we have on a cold winter day? (Talk about shelter, heat and warm clothing needs.) What was the work the little boy had to do? What was the old woman doing?
p. 180 Why did the mouse go into the mitten?
p. 181-190 What other animals went into the mitten? Why didn't the owl eat the mouse? Why didn't the fox eat the rabbit? (Talk about basic need for warmth and shelter is sometimes greater than hunger.) Is there "always room for one more"? Which animals were polite?
p. 192 Why did the boy go back to the woods? Do you think the boy really cared about his lost mitten? What did the old woman say when the boy told her he had lost his mitten? How long do you think it would take to make the new mitten?

Related Activities

Why do children lose things? What can they do to keep from losing things? What things have you lost? Write or tell a story about something you have lost. Make up an adventure story about what happened to your lost item.

Evaluation of Lesson Objectives

Students will indicate an understanding of how animals that are usually enemies will overlook these kinds of needs in order to survive in adverse conditions. Students will explain the economic importance of caring and conserving things that are difficult to produce or buy.

Story: Jasper Makes Music pages 187-192 Book: Secrets (6) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. translate wants for certain things as to their a) necessity, or b) pleasures.
2. recognize necessary skills prior to making a decision to buy things.
3. relate personal and economic resources to needs and wants.
4. recognize the personal, social, and economic reasons for work.
5. interpret the benefits in cooperating with others in sharing labor to do a job well.
6. recognize that work is a dignified activity with rights and responsibilities.
7. locate words and phrases to answer factual questions such as who, what, when, where, how and why.
8. extend a sequence of ideas and story details by providing additional related examples of ones own as an aid to comprehension.
9. relate supporting details to main idea statements in a paragraph or passage.
10. draw inferences from a passage or story by a) relating personal knowledge and experiences, b) developing imaginative and logical alternatives.

Relationship of the Story to the Objectives

Jasper sees a guitar that he wants but his family can't afford. While helping Grandfather, Jasper finds a "magic shovel" and a plan begins that ends in the guitar for his very own.

Suggested Teaching Procedures

p. 175-176 Have you ever seen something in a store that you really wanted but couldn't afford to get? Where had Jasper seen the guitar? How much did it cost? How much did Jasper have? Why do you think Jasper's parents didn't buy him the guitar?

p. 177 What does Mother say Jasper needs? How does Jasper feel about shoes?

p. 180 Was Jasper pleased with the guitar he made?

p. 181 What new things did Jasper get?

Jasper Makes Music

p. 182-183 What work did Grandfather and Jasper do? What work had mother done? Why? Why did Jasper like cleaning in the little room? What did Grandfather mean by "part of the magic is up to the one who owns it."?

p. 187 How did Jasper get the shovel ready for Winter? Who did Jasper ask for snow shoveling jobs?

p. 189 Why would Jasper shovel free for his family?

p. 190 How will Jasper save his money?

p. 192 Do you think it was really better for Jasper to work for the guitar than to receive it as a present? How did Jasper feel about working? How did he get ready for the work? Do you think he did a good job? What would have happened if he hadn't?

Related Activities

List wants vs. needs - List objects and/or descriptors of things that are "needs".

Discuss seasonal jobs and jobs that are related to certain kinds of weather.

Have you ever wanted something expensive that your parents didn't think you needed? Tell about it.

Discuss the differences between needing and wanting something. Ask children to name things all people need. Name things many people want but don't really need. If "lost in the woods" what would you need to stay alive?

Pantomine different jobs--children guess what job it is.

Evaluation of Lesson Objectives

Students will be able to provide instances whereby they gained intangible or tangible benefits and rewards from working in a situation on their own.

Story: Shopping Spree Book: Secrets (6) Houghton Mifflin
pages 218-219

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how their choice of goods must be related to ability to pay.

2. interpret the differences in needs and desires.

3. identify skills required in making decisions to buy.

4. select details related to character setting and event.

5. draw upon inferences in a passage to relate to personal knowledge and experiences; and develop imaginative and logical alternatives.

Relationship of the Story to the Objectives

In this selection students will discuss how easy it is for a person to make careless choices in buying things.

Suggested Teaching Procedures

What is a Shopping Spree? Where do you think this boy went on his Shopping Spree? Why do people buy things they don't really need? What things did the boy buy that he didn't really need? What happened to each thing the boy bought?

Related Activities

Develop with class criteria for wise shopping. What kinds of things will last? Talk about shopping manners. Nees for a plan (shopping list) and purpose.
Pressures of Advertising--design a box that would be appealing to a buyer. Describe an object to make others want to have it.

Evaluation of Lesson Objectives

Students should be able to make two lists of things they may buy: that are necessities,: that are desired but can be done without.

Story: Mr. Picklepaw's Popcorn Book: Rewards (7) Houghton Mifflin
pages 148-165

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the personal, social and economical reasons for work.
2. interpret how persons depend on others for goods and services that are important to survival and welfare.
3. recognize how consumer skills can improve ones standard of living.
4. interpret story situations that illustrate the relationship between supply of a product and demand for it.
5. select details related to character, setting, and events.
6. relate supporting details to main idea statements in a paragraph or passage.
7. recognize ideas that can be related as causes and effects among story events.
8. substantiate story conclusions by citing supportive details in the story.
9. classify ideas according to commonalities of subject, time, and certain categories.

Relationship of the Story to the Objectives

Producing popcorn for fun and pleasure is the theme of this story. Mr. Picklepaws shares his popcorn with his neighbors. Students will observe the importance of recognizing the payoff from hard work.

Suggested Teaching Procedures

p. 148 What is growing in the picture? Why do people grow things? How is this man dressed for work in the garden? Who is the producer? What is the product? Who will use the product?

p. 150 Satisfaction with work well done.

p. 156-161 How did the children of the town feel when they saw the mountain of popcorn? Who tried to help Mr. Picklepaw?
fire chief) Talk about the many different jobs
policeman) that policemen and firemen are called
mayor) upon to do. What is the job of a mayor?
little boy)

p. 162 What happened with the mountain of popcorn? What did the mothers do with the popcorn?

Mr. Picklepaw's Popcorn

p. 164 What is Mr. Picklepaw growing now? How is the popcorn Mr. Picklepaw grows now used differently from the popcorn he grew before?

Related Activities

Would you like to have a person like Mr. Picklepaw for a neighbor? What have you grown yourself? Talk about favorite snacks. Make a graph to show favorite snack of children. Discuss which snacks are better for us. Plan a classroom snack party. Make a popcorn recipe book...Set up a popcorn factory and mass produce popcorn for sale to other classes. What will you do with the proceeds?.....

Evaluation of Lesson Objectives

Students should be able to list several reasons the work of one person helps other people not directly involved in that person's work.

Story: Down, Down the Mountain
pages 259-284

Book: Rewards (7) Houghton Mifflin

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others.
2. interpret the personal, social, and economic reasons for work in our society.
3. explain how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
4. describe how economic resources can be related to needs and wants.
5. identify the necessary skills for making decisions to buy things.
6. explain how consumer skills can improve ones standard of living.
7. select information dealing with character, setting, time, and culture.
8. identify the order of events based on logical, chronological, importance, and cause and effect.
9. draw upon inferences in a story in developing imaginative and logical alternatives.

Relationship of the Story to the Objectives

Hetty and Hank live high up in the Appalachia Mountains. The family farm provides for their basic needs. But Hetty and Hank want shoes squeaky new shoes. A turnip crop makes their wish possible.

Suggested Teaching Procedures

p. 261 What did Hetty and Hank long for? Why did they want shoes? Why didn't they have shoes?

p. 262-266 Who had a plan for getting new shoes? What work will Hetty and Hank have to do? Trace steps from seeds to turnips. Why didn't Papa grow the turnips for the children? How do they feel about their work? What was the reward for their work?

p. 267 What does "They'll get a good price in the town" mean? How will the children get new shoes from growing turnips?

p. 269-274 Why does Hetty keep giving the turnips away?

p. 278 Why is Hetty crying?

p. 279-283 What is a country Fair? Why do people bring produce to the fair? What kinds of things do farmers bring to fairs?

p. 282 What will Hetty and Hank do with the gold piece?

p. 284 What else did Hetty and Hank buy?

p. 288 How do the children feel about their accomplishments?

Related Activities

If you were Hetty or Hank, what other way might you have made money for shoes? How were the children generous? How can we be generous with things we have, time and talents? How do you feel when you have given to help someone? What have you wanted so badly that you worked to make enough money to pay for it?
Watch film: "Todd, Growing up in Appalachia"

Evaluation of Lesson Objectives

Students will show an understanding of how needs can be met by trading a personally produced resource for a necessary commodity. Students will recognize how persons of a culture different from their own may provide for their needs and desires in a similar way as themselves.

Story: The Snake in the Carpool pages 9-34 Book: Panorama (8) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize that there are personal and social reasons for work.
2. explain how success in an endeavor is dependent on satisfactory interpersonal relationships with other persons.
3. recognize the benefits derived from dividing the labor in a project.
4. distinguish the skills needed for making decisions to buy.
5. identify effective shopping techniques.
6. select details related to character, setting, and events.
7. relate supporting details to main ideas in a story.
8. identify various events in a story that can be related in terms of logical, chronological, importance and cause and effect relationships.
9. Classify ideas according to commonalities of subject, time, place, and categories.
10. infer meanings and attitudes that are left unstated by the author.

Relationship of the Story to the Objectives

Students will see how a pet can lead to problems, that led them to seek information about the caring and feeding of their pet snake.

Suggested Teaching Procedures

p. 9 What unusual pet did Betsy find and catch?

p. 10 How did she care for the little Snake? What is a car pool?

p. 14 Why is Mother going to Hillingdales--what kind of a store is Hillingdales.

p. 15 What does "Exchange" mean? What are some reasons we return or exchange purchases? What tasks does a salesperson do? What does a shopper consider when making a purchase?

p. 21-25 How does Homer care for the Snake? Who helps him? Why are they helping Homer?

The Snake in the Carpool

p. 24 Where do the boys go for information about caring for the snake? Who pays for libraries? What responsibility goes with "taking out a book?" What tasks does the librarian do?

p. 30-34 How was being Snake partners helpful to both Homer and Betsy? How do you think Homer felt when he found out that the snake really belonged to Betsy.

Related Activities

Have you ever settled an argument by agreeing to share something? Tell about times when you have shared in responsibilities for a pet. Tell about an experience with a snake or Tell about an unusual birthday present.

Evaluation of Lesson Objectives

Students will be able to understand the importance in knowing much about a thing to be purchased, or claimed as a personal possession.

Story: Who Needs Punch? pages 72-73 Book: Panorama (8) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize that our society is dependent on the goods and services of others for his welfare and survival.

2. explain how community workers must have good interpersonal relationships in order to be successful in their work.

3. locate words and phrases to answer factual questions such as who, what, when, where, how, and why.

4. classify ideas according to commonalities of subject, time, place, character and category characteristics.

5. identify ideas that explain cause and effect relationships of events in a story.

6. infer meanings and attitudes that are left unstated by the author.

7. summarize the directly-stated ideas of a paragraph in a brief statement.

Relationship of the Story to the Objectives

The children of a family are faced with a dilemma of keeping a pet. Its worth is proven in a situation where they learn a great deal of the work of fire fighters and the police.

Suggested Teaching Procedures

1. Have any of you ever taken care of your little brother or sister? Did you enjoy it? What problems did you have? Do you have a little brother or sister whom you've thought you could "do without" at times?

2. Do you think Jim really felt that Punch wasn't needed in the family? What responsibility did the boys have?

3. Why did the policeman try to stop Jim and Rodney? What did the fireman say about Punch?

4. How did Jim's feelings toward Punch change? Do you think the boys were wise to go to the fire?

5. Why do you think people crowd around a place where there has been a fire or accident? In what ways can such a crowd cause real problems to firemen and policemen? Why do crowds make the jobs of police or fire fighters more difficult?

Related Activities

How do police and firemen work together in an emergency? Have the police visit and tell about their duties. Plan a field trip to police headquarters; they might illustrate or dramatize safety lessons. Visit a fire station. Invite a fire fighter to visit and tell about his duties. Have each child learn of two ways to exit from his house in case of fire. Write a newspaper article about Punch's adventure. Have older children play the role of younger children.

Evaluation of Lesson Objectives

The students will be able to identify the attributes of a thing to be purchased before actually buying it. The students will be able to classify the respective duties of public workers and how their job roles interrelate.

Story: Henry Ford Book: Panorama (8) Houghton Mifflin
pages 139-141

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the importance of satisfactory interpersonal relationships among employers and fellow workers.

2. identify some of the personal, social, economic and political reasons for work in our society.

3. explain how persons in our society are dependent on the goods and serivces of others for their welfare and survival.

4. recognize how the resources of a nation are used to meet the needs and desires of people.

5. select information dealing with time, place and culture.

6. use chronological order in arranging events.

7. summarize the directly-stated ideas of a paragraph in a brief statement.

8. explain their conclusions by citing supportive detail in the story.

Relationship of the Story to the Objectives

The success story of Henry Ford provides a rich fare for students to see how resources are used to meet the needs and desires of society.

Suggested Teaching Procedures

p. 139 What interests, skills and training led Henry Ford to build his first car?

p. 141 Why did the "Model T" become the most popular car of its time? What is a company? Why did people like to work for Henry Ford? How do workers share in the money a company makes. Why do we have museums?

Related Activities

Ask children to find out more about Henry Ford through biographies, encyclopedias and other research materials. Children can research and report on development of modern transportation; paint a mural. Discuss factory production methods. Choose a Construction project to demonstrate efficiency, quality and cooperation in specialized work areas. See Idea Book
p. 190-193 Consider the activity concerning the popcorn factory. Write a biographical excerpt.

Evaluation of Lesson Objectives

Students should be able to demonstrate their understanding of how workers and employers cooperate in developing an efficient industry.

Story: Eddie and the Doll pages 211-226 Book: Panorama (8) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. explain how the physical and emotional benefits of understanding and respecting self and others.
2. explain that success in doing a job is dependent on satisfactory interpersonal relationships with employers and fellow workers.
3. recognize the social, personal, and economic reasons for work.
4. recognize that persons in our society are dependent on the goods and services of others for their welfare and survival.
5. recognize how resources can be uses wisely and reused to meet the needs and desires of consumers.
6. identify effective selling and buying techniques.
7. select details related to character, setting, and events.
8. extend a sequence of ideas, facts, and details by providing additional related examples of his own as an aid to comprehension.
9. infer meanings and attitudes that are left unstated by the author.
10. substantiate his conclusions by citing supportive details in the story.
11. infer meanings and attitudes that are not directly-stated by the author.

Relationship of the Story to the Objectives

The value of certain goods never seem to be lost when maintained carefully. Some things never lose their real value, even if it is passed along to others who see its value to them.

Suggested Teaching Procedures

p. 211 Discuss the purpose of the town's yearly Clean-Up Week. What is the United Fund? How does it benefit the Community and its people. What work went into organizing the sale? Were the ladies paid for their work? What other services do volunteers do in our communities? Why do people volunteer? Have children share experiences of used sales they have gone to. Why do people buy

merchandise? How could the same item be "junk" to Eddie's family and be "valuable property" to Eddie? Why did Eddie want a doll? Discuss experiences in trading? Why did Eddie have to keep hiding the doll on the way home and keep pretending it wasn't his? What does it mean: "Eddie could feel his face burning?" Children might share experiences in which they felt embarrassed.

p. 218-219 Why did Eddie buy the pickle and the apple? How did he feel about spending the money for them? How did Eddie react when his his brothers teased him? How does it feel to be teased? How did mother show that she understood how important the doll was to Eddie? How did Eddie feel when Annie Pat liked the doll? Was all Eddie's hard work and planning worthwhile? Have you ever worked hard on a plan to get something?

p. 226 What will Eddie do with the printing press? How did he show his appreciation to his mother?

Related Activities

Discuss purposes of recycling. Why is it a good idea to remake items rather than just throwing them away? Plan a project in which used materials are remade into something useful. Stage a "Used" Sale. Let children bring an item they no longer want. The group will decide best use of profits. Collect and repair old toys for organizations and distribute them to children.

Evaluation of Lesson Objectives

Students will be able to understand the processes for buying and selling used goods. Students should be able to explain how the same merchandise can be one persons "junk" and another person's "treasure".

Story: Doctoring an Elephant pages 28-39 Book: Fiesta (9) Houghton Mifflin

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. translate how success in zoo workers work is dependent on satisfactory interpersonal relationships with employers and fellow-workers.
2. recognize how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
3. identify ways that people (and animals) in our society are dependent on the services of others for their welfare and survival.
4. select details related to character, setting and events.
5. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension.
6. relate supporting details to main idea statements in a paragraph or passage.
7. describe ways that events (or facts) in a passage or story may be related through categories, descriptions, chronological statements, contrasts, degree of importance, and cause and effect.
8. explain his conclusions by citing supportive detail in the story.

Relationship of the Story to the Objectives

Story tells how a zoo doctor takes care of a sick elephant. This story develops job roles at the zoo, especially in regard to health and safety in an artificial animal environment.

Suggested teaching procedures

p. 28 Although each worker at the zoo has a special job, they know about, and are concerned for the total welfare of the zoo.

A. How are jobs interrelated?

B. How do workers work together?

C. Why do we have zoos?

D. What types of workers are needed?

E. How can you tell that the zoo workers really love and care for the animals?

F. Discuss the function of zoo research and medical center.

Doctoring an Elephant

Related Activities

A. You might arrange a visit to the zoo to tour this center-talk with workers about the special care needed for different animals. Or, invite someone on the staff to come to school to talk to the class.

B. Many of the children will be interested in the veterinarian field. Let them share experience of caring for sick pets. Through research or interviews, determine the education and training necessary to be a Veterinarian and the amount of time it takes. Perhaps a Veterinarian would come to school to answer children's questions about caring for pets. Several good films are available.

C. A class might compare the procedure of examining and prescribing for the elephant with experiences they had when they went to the doctor. This could lead to discussion of other medical fields.

Evaluation of the Objectives

1. Discuss: In what ways might it be harder to be a doctor for animals than to be a doctor for people?

2. Students should be able to list the kinds of workers that care and feed animals, then list several facets of their job description.

Story: Ronnie and the Admiral pages 42-59 Book: Fiesta (9) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. restate from story events that success in doing a job depends upon satisfactory interpersonal relationship with employers.

2. recognize the personal and social reasons for work in our society.

3. conclude that in our society they are dependent on services of others for our welfare and survival.

4. select information dealing with time, place and culture.

5. locate information within the story to show cause and effect relationships among events.

6. infer meanings and attitudes left unstated by the author.

7. draw conclusions based directly-stated details in the story.

Relationship of the Story to the Objectives

Ronnie wins the confidence of a salty parrot and his master, a seaside storekeeper. Ronnie shows his responsibility to take carge of the store and save it from plunder by two thieves.

Suggested Teaching Procedures

A. Where does the story take place?

B. What is an Admiral? Is there really an Admiral in this story?

C. What kinds of workers would you expect to find at the bay?

D. What kinds of shops? Why are some shops only open for a part of the year?

E. Describe the many things for sale in Captain John's store?

F. Why did Ronnie go into the store since he had no money?

G. Why do people like to " just look around"?

H. What kind of a person is the Captain?

I. What chores did Ronnie agree to do for the Captain? What trouble did he have?

J. What did the two thieves want? Discuss the dangers involved in a situation with criminals. How did Ronnie show that he knew how to use his head?

Related Activities

A. Ask a police officer to come to school to tell the class about their many duties in protecting lives and property in a community.

B. Children can share friendly experiences they have with older people.

C. Where do you think the parrot lived before coming to live with Captain John?

D. Make up other adventures the Admiral might have had.

Evaluation of Lesson Objectives

Students will indicate their awareness of dependability in doing a good job for a friend without expecting economic gain.

Story: A House of Aquanauts pages 138-139 Book: Fiesta (9) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the personal, social, political, and economic reasons for work in our society.

2. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

3. interpret ways in which all people in our society are dependent on others for our welfare and survival.

4. describe ways that events in a passage or story may be related chronologically, as contrasts, in terms of relative importance, and cause and effect.

5. substantiate his conclusions by citing supportive details in the text.

6. predict future action on the basis of previous action and information gathered from reading.

Relationship of the Story to the Objectives

These passages provide students a look at background information about undersea exploration and how these endeavors may lead to our survival.

Suggested Teaching Procedures

How is the "house" on page 138 different from our houses or apartments? How is it similar? What special needs must the undersea home provide? How are needs of food, transportation, communication met? What are some of the reasons people explore the oceans? Why is it important for us to try to learn more about our oceans? In what ways might exploring underwater be more difficult than space exploration?

Related Activities

Research and report on the many occupations in marine biology and oceanography. Learn about the special equipment developed for undersea study. There are several excellent films available. People have been challenged by the seas for centuries. Some children might like to research other ocean-related occupations both historical (such as whaling) and modern day (oil exploration). What other jobs are known only to our decade? What jobs may be required in years ahead as scientist expand into the seas and outer space. Let children write science fiction--"Life in Aqua City".

Evaluation of Lesson Objectives

Student will be able to list ways Aquanauts contribute to scientific information about the sea. Student will be able to list ways that the sea can be used by all people.

Story: Jazz Book: Fiesta (9) Houghton Mifflin
pages 160-165

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. restate from reading this story the benefits derived by musicians when understanding and respect are shown for themselves, and others involved in playing music.

2. recognize how success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

3. identify the personal, social, and economic reasons for work in our society.

4. differentiate the physical and psychological reasons for work and leisure.

5. select information dealing with time, place, and culture.

6. relate supporting details to main idea statements in a paragraph or passage.

7. classify information according to commonalities of subject, time, place, character, class, subclass and categories.

Relationship of the Story to the Objectives

Students will read about two musicians they will not recognize by name; however, the story is an excellent springboard for discussion of the need to take advantage of ones talent and opportunity to develop skills for certain kinds of work.

Suggested Teaching Procedures

A. Explore types of music - let children listen to and discuss how several types of music are different.

B. With what group of people did Jazz begin? Why do you think they enjoyed music so much?

C. Where did Louis Armstrong first begin to play? How old was he? What pay did he get?

D. Talk about the discipline of long hours of practice, talent required and self training. How are talent and training different?

E. What is a composer?

F. Where did Ellington get many of the ideas for his music?

Related Activities

A. Children may research and report on the lives of other musicians.

B. Have students identify instruments in a piece of orchestral music that features solo parts.

C. Suggest that students make toy instruments of several types.

D. Write directions for making and playing.

Evaluation of Lesson Objectives

1. Students will be able to classify instruments and the type of melody (music styles) that they believe each makes.

2. Students will extend their understanding of the long period of time musicians require in reaching success by relating their own experiences in developing skill to do a task well.

Story: Brave Kate Shelley pages 265-276 Book: Fiesta (9) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the personal, social and economic reasons for work.
2. identify ways in which society is dependent on the goods and services of others for ones welfare and survival.
3. recognize that work is a dignified human activity which gives rights to and responsibilities to its participants.
4. select details related to character, setting, and events.
5. identify sequences in reading related to logical, chronological and cause and effect relationships.
6. infer meanings and attitudes that are left unstated by the author.

Relationship of the Story to the Objectives

The story gives the students information as to how railroad workers met adverse situations even when they were put in great physical danger. Because Kate Shelley knew a lot about railroading she saved the railroad from disaster.

Suggested Teaching Procedures

p. 266 What tasks did Kate have to do on the farm after her father's and brother's deaths? What kind of a person must she have been?

p. 269 Why had the engine been sent out in the storm?

p. 270 - 274 Describe Kate's journey during the storm--how must she have felt? Why did mother beg her not to go?

Related Activities

Research and report on American railroad history. What did Kate's father do as a section foreman? How have jobs changed in railroading in the past one hundred years?
Compare communication in railroading then and now. Visit a museum or display of old steam engines. Show films of rail transportation in the 1800's. Perhaps a retired engineer or other train worker could share with class history of railroads. Another speaker could tell of modern day railroading. He might emphasize dangers of playing near railroad yards. Take the class on a short train trip--or study map skills by planning an imaginary trip.

Evaluation of Lesson Objectives

Students should be able to list ways in which transportation workers make travel safe for its users.

Story: Case of the Mysterious Tramp
pages 284-293

Book: Fiesta (9) Houghton Mifflin

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the personal, social, economic, and political reasons for work in our society.

2. explain how people in our society are dependent on the advices of others for their welfare and survival.

3. distinguish the physical and psychological reasons for work and leisure (avocational) activities.

4. select details related to character, setting, and events.

5. relate supporting details to main idea statements in a paragraph or passage.

6. identify kinds of sequences in reading a story line to comprehend logical, chronological, importance and cause and effect relationships among main ideas.

7. restate his conclusions in discussion by citing supportive detail in the story.

8. infer meanings and attitudes that are not directly stated by the story author.

Relationship of the Story to the Objectives

Children love mysteries and detective stories and this story will have much appeal. The students will enjoy the systematic way that the hero works to expose the real felon who assaulted the plumber. Both policeman and detective roles are open to discussion.

Suggested Teaching Procedures

1. (p. 284-285) Why is Leroy called "Encyclopedia". Where does he get so much knowledge?

2. How does he feel about the name? How can you tell that he has many friends? Why then does he not tell anyone about the help he gives others?

   (Might be a good time to talk about innate intelligence as Encyclopedia must have been very intelligent. Continue discussion to bring children to an understanding of rewards of study, reading and thinking).

3. (p. 286) Why did he learn so much about cars? Why didn't Mrs. Worth fix her own car?

4. (p. 287-288) Explore with children the role of a police chief. How is his family affected by his occupation? What characteristics must a policeman have? What type of training is required?

5. (p. 288-290) Family listens to Father. Father listens to Encyclopedia. How do family members show they care about each other?

6. (p. 290) What was the reason for the crime? Talk about "Crime does not pay".

7. Explore feelings of John Morgan during and following the crime.

8. What role does the Tramp play? Why do people choose the life of a tramp?

9. What do you think Encyclopedia will be when he grows up? What other work, besides being a detective, would Encyclopedia be able to do well?

Related Activities

Children will enjoy making up puzzles and riddles for classmates to solve. They watch many detective TV programs. Why not let them enact this story as a mock TV show. Let them write original mystery stories.

Evaluation of Lesson Objectives

Students will be able to list the steps in following a systematic plan to investigate, or solve, a given problem. This demonstration of organizing could be done to solve a real, or hypothetical, problem related to the classroom, school, or neighborhood.

Story: Rupert Piper Becomes a Hero pages 296-308 Book: Fiesta (9) Houghton Mifflin

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.

2. interpret that success in a career (avocation) is dependent on satisfactory interpersonal relationships with employers (teachers, adults, parents) and fellow workers (peer group).

3. explain that work is a dignified human activity which gives rights to and requires responsibility from its participants.

4. recognize the physical and psychological reasons for work and leisure activities.

5. select details related to character, setting, and events.

6. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.

7. relate supporting details to main idea statements in a paragraph or passage.

8. draw inferences from a story by

    a) relating to personal knowledge and experiences,
    b) making summarizations,
    c) developing imaginative and logical alternatives.

9. predict future action on the basis of previous action and characterization.

10. identify specific personality characteristics that can be attributed to characters in a story.

Relationship of the Story to the Objectives

This story presents a distaff example of interpersonal relationships among students. A seemingly school "pest" who has a talent for photography becomes a hero despite his "sensationalism" bent as a school news reporter.

Suggested Teaching Procedures

1. (p. 296) Why were pictures needed for School Hall? Why is it important that our school halls look nice?

2. Talk about environment, visitors, etc. Perhaps the class can plan to improve their hall environment.

3. (p. 297) What do you suppose a "No Dames Corner" was?

4. How do the boys feel about Leonard Posey? Why do you think they call him "Nosey Posey"?

5. How does it feel to be called a name? Why do children call others by such names? What names really hurt?

6. (p. 298-299) What did Mother ask Rupert to do? How did he feel about it? Should he have obeyed?

7. What tasks have your parents asked you to do that were difficult?

8. Tell about times you have felt embarrassed?

9. How would Rupert have felt if Leonard had taken the picture to school?

10. Use puppets or role playing to explore feelings. Talk about when a joke is not a joke.

11. (p. 304-306) What did Chief Fox do when he found the boys at the dock? How did you show that he understood boys? Do you think he treated the boys fairly?

Related Activities

Children are very interested in photography. They would enjoy learning more about how film is developed and printed. A parent might be able to share a photography hobby with the class.

Perhaps a Snap Shot Club could be started--or even a dark room at school.

Don't overlook the value in image building of keeping current photographs of children and activities displayed.

Children may want to learn more about trick photography. What types of occupations are photography a part of?

Evaluation of Lesson Objectives

Students should be able to differentiate the kinds of news reports and photographs that would report events at school, home, and neighborhood:

a) fairly, accurately and without hurting anyone,
b) be unfair, biased, and might hurt someone.

APPENDIX A

SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

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SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

The following lists of audio-visual media have been reviewed by primary teachers as having pertinence to the goals of career and consumer education. Annotated descriptions of each item listed can be found in District No. I audio visual catalogs. There has been no attempt made to reference these media to particular stories; such correspondence was found to be unrealistic when such matchings were attempted by the media committee. The teacher who is interested in extending goals embedded in certain story content should make the judgment about the use of the audio visual media.

FILMS

African Girl - Malobi
Airplane Trip By Jet
Airplanes: A First Film
Airplanes Work For Us
Airport in the Jet Age
Airport in the Jet Age, A
Alexander Has a Good Day
All the Differences in the World
Allen is My Brother
Andy's Animal Alphabet
Appreciating Our Parents
Arabian Children
Arctic Fishermen in World Trade
Arithmetic in the Food Store
Bakery Beat
Bananas - Gold From the Tropics
Basic Ecology: What Ecologists Do
Be Your Own Traffic Policeman
Beginning Responsibility: Using Money Wisely
Behind the Scenes at the Supermarket
Big Bakery
Big, Big Harbor
The Big Dinner Table
The Blue Dashiki: Jeffrey and His City Neighbors
Boat Trip
Boats and Ships
Boats, Motors, and People
A Book Is to Care For
Boomsville
Boy and the Mountains
Bread
Busy Harbor
Circus Animals
Circus Day
Cities and Commerce: Where We Get Our Goods and Services
Cities and Communication: Keeping the Community Informed
Cities and Geography: Where People Live
Cities and Government: Governing Our Local Community

Cities and History: Changing the City
Cities and Manufacturing: Where We Make Things
Cities and Protection: Protecting Lives and Property
Cities and Recreation: Places We Play
Cities and Shopping: Where We Get Our Food
Cities and Suburbs: The Metropolitan Area
Cities and Transportation: Moving People and Goods
Cities and Utilities: Our Public Utility System
Cities Are Different and Alike
City Bus Driver
The City Changes
City Highways
Clothing: A Pair of Blue Jeans
Communities Depend on Each Other
A Community Keeps House
Conservation: For the First Time
Crab Fisherman
The Crying Red Giant
Dairy Farm Today
Discovering Mood in Music (music composer)
Division of Labor: Making the Things We Need
The Doctor
Duke Thomas, Mailman
Economics - It's Elementary
Economics - Newspaper Boy
Economics: The Credit Card
Economics: Workers Who Build Houses
Eggs to Chickens
Eskimo River Village
Eskimos (Winter in Western Alaska)
Evan's Corner
Everyone Helps in a Community
Fall is Here
Families
Families and Jobs: Risa Earns Her Dime
Families and Learning: Everyone's A Teacher
Families and Shelters: A House For the Hernandez
Families are Different and Alike
Family Life in India: Ten of Us
Family Life in Japan: Remember, I'm Me
Family of the Island: Her name is Wasamatha
Family of the River: The River, My Home
The Farm Community
Farm Family in Autumn
Farm Family in Spring
Farm Family in Summer
Farm Family in Winter
Fathers Go Away to Work
A Field Becomes a Town
Finding Information (Expert on bird love)
Fire Boat
Fireboat....Ready For a Run
Fireman 2nd ed.

Fisherman's Boy
Food From the Sea
Food Store 2nded
Food: The Story of a Peanut Butter Sandwich
Foods From Grains
Fred Meets a Bank
Freight Train
From Our Forests
Fun of Making Friends
Good Citizens
The Great Country
Greek Children
The Harbor
Health in Our Community
Healthy Families (Zoo doctor)
Healthy Teeth, Happy Smile
Here Comes the Circus
Highway Builders
Home For Butch
The Hospital
How is Clothing Made: The Story of Mass Production
How the First Letter Was Written
If You Could See the Earth
I'm No Fool With Fire
Jan, Boy of the Netherlands
Jobs in the City: Construction
Jobs in the City: Distribution
Jobs in the City: Services
Jobs in the City: Women at Work
Johnny Appleseed: A Legend of Frontier Life
Judy Learns About Milk
Kim Visits the Netherlands
L.A.53: The Story of a Train
Learning About Fruits We Eat
The Lemonade Stand: What's Fair?
Let's Build a House
Let's See: Hands Grow Up
Let's Visit a Shopping Center
Let's Visit a Tree Farm
Letter to Grandmother 2nd ed.
Litterbug
The Little Airplane That Grew
Little Engine That Could
Little Garden
Little Red Hen
Little Smokey
Little Train
Little Tug That Tried
The Long Haul Men
Lumberyard
Machines That Move Earth
Magic Book
The Mailman
Making Cotton Clothing

Man Uses and Changes the Land
Our Friend the Policeman
Our Land Needs Your Help
Our Post Office
Our Productive Resources
Our Round Earth: Its Land (Conservation)
Our Round Earth: What It's Like
Paddle to the Sea
The Passenger Train 2nd ed.
People Who Work in Factories
People Who Work in Offices
People Who Work in Stores
Pier 73
Pioneer Blacksmith
Pipes in the House
Policeman
The Policeman 3rd ed.
Policeman Walt Learns His Job
Pony Farm
Port of Portland
Poultry on the Farm
Schools and Jobs: Lots of People Work Here
Schools and Neighborhoods: Josh Gets a School
See and Tell: School Days in Japan
Sheep and Shepherds - Rev. ed.
Shepherd and His Sheep
Ships: A First Film
Ships in Dry Dock
Ships in Harbor
Shoemaker and the Elves
Space Flight Around the Earth
Spanish Children 2nd ed.
Stores in Our Community
Story of a Book (Book Authors)
Story of King Midas
Story of Peggy at the Farm
Story of the Goose and the Gander
Tommy's Healthy Teeth
Trains: A First Film
Transportation By Inland Water Ways
Transportation By Ship
The Transportation Revolution: Story of America's Growth
Trout Hatchery
Truck Farm to Store
Truck Farmer
Trucks and Trains
Trucks in Our Neighborhood: A First Film
Tugboats and Harbors
Uncle Jim's Dairy Farm
Urban Ecology: Garbage Disposal
Values: Being Friends
Veterinarian Serves the Community
Visit to the Waterworks
Water for the City
Water Pollution: A First Film

We Live in the City
We Make Butter
We Make Choices
We Want Goods and Services
Wee Geese
What Do Fathers Do?
What Do I Receive For My Money?
What Is a Community
What Is Money?
What Our Town Does For Us
Wheat Farmer
When I Need More Money
Why Communitites Trade Goods
Why Fathers Work
Why People Have Special Jobs: The Man Who Makes Spinning Tops
Why We Have Laws: Shiver, Gobble and Snore
Why We Have Taxes: The Town That Had No Policeman
Work Around the World
Workboats of the Harbor
Worker in Our Community
The World of Work: Tugboat Captain
Your Daily Bread
Your Friend the Soil
Zoo Baby Animals (Zoo Keeper)
Moving People in the Community
Turn a Handle, Flick a Switch
America: My Country
The City I See
Community Services
The Craftsman
Economics For Elementary: A Day in the Life of a Dollar Bill
Economics For Elementary: Division of Labor
Economics For Elementary: Interdependence
Economics For Elementary: Land, Labor and Capital
Economics For Elementary: Trade
Economics: Money
Family Life Around the World Series: Family of the Mountains: A Peruvian Village
Farms Around the World
The Food Cannery
Food For the City: Produce
Food For the City: Wheat and Flour
Garbage
Growing Up On the Farm Today
Horse Farm
Jobs in the City: Manufacturing
A Letter to Amy
Little Train, Little Train
Milk: From Farm to You
Moving Goods in the Community
Pat Explores His City
Ramon, Boy of Luzon
Watch Out for My Planet
The Weatherman: A Scientist
What Is a City?

What Shall I Be?
Why We Use Money: The Fisherman Who Needed a Knife
City Tree
Dockside
Economics For Elementary: Arctic Fishermen in World Trade
Family Life in Malaysia: We Live in a Kampong
Land Pollution: A First Film
Learning to Use Money
Maurice Sendak (Author)
Morning Harbor
Neighborhoods Change
Parents--Who Needs Them?
Spend, Spend
There's Nobody Else Like You
Uncle Smiley and the Junkyard Playground
Uncle Smiley Follows the Seasons
Uncle Smiley Goes Camping
Uncle Smiley Goes Planting
Uncle Smiley Goes Recycling
Uncle Smiley Goes to the Beach
Uncle Smiley Goes Up the River
A Walk in the Woods
What Is a Family?
Why We Need Each Other: The Animals' Picnic Day
Modern Post Office
Veterinarian Serves the Community
Bus Driver
My Milkman, Joe
Legend of Johnny Appleseed
Space Flight Around the Earth
Space in the 70's
Man in Space the Second Decade
Bakery Beat
Communications: A First Film
Communities Depend on Each Other
The Doctor
Fireman
Fire Boat--Ready For a Run
The Field Becomes a Town
Weather
Weather Scientists
Rain
Rainy Day Story
Policeman
The Policeman
Policeman Walt Learns His Job
Modern Post Office
The Mailman
A Tree is a Living Thing
Shoemaker and the Elves
Veterinarian Serves the Community
Family in the Purple House
Safety on the Playground
The Dangerous Playground
Shivers, Gobble & Snore--Why We Have Laws

Litterbug
Beginning Responsibility
Rules at School
We Make Choices
Primary Economics
Beginning Responsibility: Using Money Wisely
Night Community Helpers
What To Do About Upset Feelings
Our Angry Feelings
How the First Letter Was Written
The Big Dinner Table
Dental Health--How and Why
Healthy Teeth, Happy Smile
Take Time For Your Teeth
Drugs Are Like That
Two Is a Team by Lorraine Beim (Book)
Bright April by Marguerite De Angeli (Book)
A Rock in the Road
Have You Seen a Comet?--(UNICEF publication of art and writing of children around the world)
The Crying Red Giant
Values: Being Friends
Clothing: A Pair of Blue Jeans
Evan's Corner
We Want Goods and Services

FILMSTRIPS AND FILMSTRIPS WITH RECORDS

My Dad is a Fruit Farmer
The Bakery
Measuring Things
Airport Service
Career Discoveries: People Who Help Others (with record)
A City Is Many Things
Cotton Clothing From Field to You
Family Series, Set 1; History and Geography
Fathers Work
First Things: What Do You Do About Rules? (with record)
Getting Along (with record)
The Homes We Live In (with record)
Mothers Work Too
90 Billion Raindrops (mail handling in U.S.) (with record)
Our World of Sights and Sounds, Group 1 (with record)
Political Science: City Government
School Series: Rules and Plans
Tree Man: A First Adventure in Ecology (with record)
Urban Uses of Land
Workers (with record)
American Families (with record)
Blueberries For Sal (with record)
Careers (with record)
Children's Literature, Set 1: So Much to Experience (with record)
Children's Literature, Set 2: The Many Worlds of Literature (with record)
Children's Literature, Set 3: Let's Communicate (with record)
Children's Literature, Set 4: What Can Words Do? (with record)

Children's Literature, Set 5: Express Yourself (with record)
Children's Literature, Set 6: Lear ing About Literature (with record)
Economics For Primaries (with record)
Hear Me, See Me (cassette tape)
Medicines, Drugs and Healthful Living
Mystery Guest 1A (cassette tape)
Mystery Guest 1B (cassette tape)
Mystery Guest 1C (cassette tape)
Mystery Guest 2A (cassette tape)
Mystery Guest 2B (cassette tape)
Mystery Guest 2C (cassette tape)
Mystery Guest 2D (cassette tape)
Nutrition
Nutrition For Little Children (with record)
The Port: Gateway to Trade and Careers, 1 (cassette tape)
The Port: Gateway to Trade and Careers, 2 (cassette tape)
Stories and Fables For Science
The Story of Space Flight (with record)
Tall Tales in American Folklore, Set 1 (with record)
Wise Choices (16 cassettes)
Adventures of Johnny Appleseed
The Adventures of Paul Bunyan: An American Folktale (with record)
The Adventures of the Lollipop Dragon (with record)
Africa: Focus on East Africa (with record)
Africa: Focus on West Africa (with record)
Ahmed and Adah of the Desert Land
Airplane Trip
Airplanes and How They Fly
Airports and Airplanes
All of Us Together
America: People, Products and Resources
The American Cowboy (with record)
Andy Lends Money to the Bank
The Bakery
Big City Workers
Bread
Building a Home
Bus Driver
Buses at Work
Carrying Freight
The Changing City: City and Country Contrasts (cassette)
The Changing City: Energy For the City (cassette)
The Changing City: Movement in the City (cassette)
The Changing City: Problems in the City (cassette)
The Changing City: Renewing the City (cassette)
The Changing City: Size of the City (cassette)
The Changing City: Taking Care of the City (cassette)
The Changing City: Transactions Within the City (cassette)
Children of the Inner City (with record)
Community Helpers "A"
Community Helpers "B"
Community Helpers For Health
Community Series: Agriculture and Industry
Community Series: Systems in Our City

Community Series: Transportation
Community Service Series
Going Shopping
The Grocer
Harbor Boats at Work
Harbor Community
Health Helpers
How Our Service Station Helps Us
How the City is Fed
How We Get It
Knowing Our School (with record)
Larry Helps the Police
Learning to Live Together, Pt. 1
The Little Red Hen
The Mailman
Mankind in Motion (with record)
Milk
Money Experiences
Mop Top (Barber) (with record)
Mother Goose Village Fire Department
Mother Goose Village Lake and Police Station
Mother Goose Village Newspaper
Mother Goose Village Post Office
Mother Goose Village Television Station
My Dad is a Cattle Rancher
My Dad is a Cotton Farmer
My Dad is a Dairy Farmer
My Dad is a Fruit Farmer
My Dad is a Hay Farmer
My Dad is a Poultry Farmer
My Dad is a Sheep Rancher
My Dad is a Truck Farmer
My Dad is a Veterinarian
My Dad is a Wheat Farmer
Neighborhood Workers
Our Fire Department
Our Government and How It Works
Our Health Department
Our Library
Our Police Department
Our Post Office
Our Working World: Cities at Work 1 (with record)
Our Working World: Cities at Work 2 (with record)
Our Working World: Cities at Work 3 (with record)
Our Working World: Cities at Work 4 (with record)
Our Working World: Cities at Work 5 (with record)
Our Working World: Cities at Work 6 (with record)
Our Working World, Grade 1 (Lessons 1-28) (with record)
Our Working World, Grade 2 (Lessons 1-16) (with record)
Passenger Trains at Work
Playing Community Helpers
The Policeman
Policemen and Firemen
Policemen at Work
Post Office Workers
School Helpers

School Series: Our School Workers
Seven Little Postmen
Shopping For Groceries
Visit to the Dentist
What is Profit?
What the Bank Does With Andy's Money
What We Need
Where Food Comes From: Eggs For You to Eat
Where Food Comes From: Milk From the Cow to You
Who Helps Us? "B" (with record)
Why We Use Money
The Wonderful World of Work: Carrying the Mail (with record)
The Wonderful World of Work: Drug Store Workers (with record)
The Wonderful World of Work: Gas and Oil Service Workers (with record)
The Wonderful World of Work: Meet the Milkman (with record)
The Wonderful World of Work: Service Station Workers (with record)
The Wonderful World of Work: Supermarket Workers (with record)
The Wonderful World of Work: Telephone Workers Who Make the Phone Ring (with record)
The Wonderful World of Work: Working With Electricity (with record)
Workers for Health
Working in U. S. Communities: Group 1 (with record)
Working in U. S. Communities: Group 2 (with record)
The World Above Us--(Astronomer)
Your Daily Bread
Economics in the Home, School and Community: Kit 1 - Interdependence (with record
Learning to Live Together, Pt. 1
Primary Economics (with record)
Community Helpers "A"

STUDY PRINTS

Children of America
The Dairy
Dairy Helpers
Exploring Space: Man on the Moon
A Family At Work and Play
The Farm
Farm and Ranch Animals
The Fire Department
The Fire Department, A
Fire Prevention
Hospital Helpers
How People Travel in the City
Keeping the City Clean and Beautiful
Medical Helpers
Moving Goods For People in the City
Neighborhood Friends and Helpers
The Police Department
Police Department Helpers
The Postal Helpers
The Postal Service
Red Hen
School Friends and Helpers
Supermarket Helpers
We All Like Milk

Happy, Safe and Healthy: Staying Well All the Time
Happy, Safe and Healthy: Things We Care About
Happy, Safe and Healthy: We Help and Share
Children of America
Man Puts Energy to Work
Our Wonderful Country, Set 4: Its Workers
American Legendary Characters
The Astronaut: Training and Equipment
Best Word Program Ever (Richard Scarry)
Building Toward the Moon
Countdown to Splashdown

KITS OF MATERIALS

Dental Care Kit
Egg, Incubator (Chick-Chick)
Eskimo and Tlingit Realia Kit
Fireman's Tool Kit
People, Places, Products
Water Transportation Kit
Chicken Little Count-To-Ten
How Talu the Elephant Got His Farm Back: A West African Folk Tale
I Can, Unit 1
I Can, Unit 2
Incubator
Just Right Job Stories
Paddle-to-the-Sea
The Sea Monster and the Fisherman: An Eskimo Folktale
Breadmaking Kit
Churn
Churn Kit
The City (Match Kit)

SLIDE SETS

Farm Animals
All About Airplanes: Airport Workers
All About Airplanes: Kinds of Airplanes
All About Airplanes: Parts of an Airplane
Common Farm and Ranch Animals

FILM LOOPS

Ganging Up
The Cheat

EXHIBITS

Cows
Dairy Farm Model

FIELD TRIPS

Airport Tour
Alpenrose Dairy
American Rhododendron Test Garden
Bakery Tours
    Franz Bakery
    National Biscuit Co.
Beverage Industry Tours
    Portland Bottling Co.
Children's Art Museum
Dairy Farm Tours
    Alpenrose Dairy
    Sunshine Dairy
Oregon Historical Society
Laurelhurst Park
Farmers Market
First National Center Museum
Forestry Center
Georgia Pacific Historical Museum
Hoyt Arboretum
Kendall Planetarium
Lloyd Center Tour
Jantzen Beach Shopping Center
Oregon Historical Society (Pioneer Life-special program)
Oregon Museum of Science and Industry (OMSI)
Boyd's Pet Shop
Portland Parks and Playgrounds
Printing Industry Tours
Railroads-Model (Columbia Gorge Model Railroad Club)
Trains and the Railroad Station
    Portland Zoo
    Amtrak
Trucking Industry Tours
    Hyster Co.
    Freightliner Corp.
Walking Tours
Zoo
Post Office
Gas Station
Neighborhood Bank
Humane Society
Neighborhood Class Walks

RELATED BOOKS

At The Library - Colonius
I Want To Be a Librarian - Greene
Policemen - Dillon
Policeman Small - Lenski
You Visit A Fire Station - Police Station
Where Are The Mothers - Marino
Lets Go To A Police Station - Sootin
Lets Find Out About Policemen - Shapp
What Do They Do? - Greene-Kessler

The Man in The Manhole - Sage-Ballantine
Our Friendly Helpers - Hoffman
Policemen and Firemen - Miner
The True Book of Money - Elkin
Lets Go To A Bank - Sootin
Lets Go To A City Hall - Wolff
Want To Be A Teacher - Greene
Lets Go To the Post Office - Buchheimer
Mr. Zip and the U. S. Mail - Barr
I Want To Be A Postman - Greene
I Want To Be A Ship Captain - Greene
Lets Go To A Garage - Goodspeed
When I Grow Up - Lenski
I Know A Baker - Jritani
I Want To Be An Animal Doctor - Greene
I Want To Be A Telephone Operator - Greene
I Want To Be A Doctor - Greene
Firemen - HeffLefinger
I Want To Be A Fireman
Truck Drivers: What Do They Do? - Greene-Kessler
The Dairy - Hastings
I Want To Be A Farmer - Greene
At The Dairy - Hastings
I Want To Be A Carpenter - Greene
I Want To Be A Baseball Player - Greene
The True Book of Houses - Carter
Cowboys: What Do They Do? - Greene-Kessler
Cowboy Small - Lenski

APPENDIX B

CROSSREFERENCE OF GOALS AND CONCEPT-DESCRIPTOR

TERMS AND STORIES IN BASAL READERS

TABLE OF CONTENTS

Goal Statement		Pages
	The students will be able to recognize:	
Car.Ed. 1.	the physical and emotional benefits of understanding and respecting self and others throughout life	1
Car.Ed. 2.	that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers	2
Car.Ed. 3.	the personal, social, economic and political reasons for work in our society	3
Car.Ed. 4.	that work is a dignified human activity which gives rights to and requires responsibilities from its participants	4
Car.Ed. 5.	that in our society he is dependent on the goods and services of others for his welfare and survival	5
Car.Ed. 6.	the physical and psychological reasons for work and leisure activities	6
Con.Ed. 1.	how resources are related to needs and wants	1
Con.Ed. 2.	the skills needed in the decision-making process	2
Con.Ed. 3.	effective shopping techniques	3
Con.Ed. 4.	how consumer skills can improve standard of living	4
Con.Ed. 5.	the relationship of supply and demand	5

APPENDIX B

Crossreference of Goals and Concept-Descriptor

Terms and Stories in Basal Readers - Houghton Mifflin

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Dinosaurs (3)	The Biggest One In the Play	4-11
Benefits			
	Dinosaurs (3)	The Animal With No Name	61-69
Cooperation			
Acceptance of others	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Sharing labor			
	Signposts (5)	Hooray For Jasper	77-97
Interpersonal relationships	Signposts (5)	The Mitten	177-193
Resourcefulness	Rewards (7)	Down, Down the Mountain	259-284
Personal satisfaction	Panorama (8)	Eddie and the Doll	211-226
	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Dan and the Real Tiger	37-45
Interpersonal relationships	Dinosaurs (3)	We Walk Dogs	13-17
Sharing labor	Dinosaurs (3)	Red is Nice	52-59
Cooperation	Rainbows (4)	Pedro's Bike	98-115
Planning	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Job description	Signposts (5)	Roberto is Always a Problem	29-42
	Secrets (6)	Jasper Makes Music	187-192
	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34
	Panorama (8)	Who Needs Punch?	62-63
	Fiesta (9)	Doctoring an Elephant	28-39
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes the personal, social and economic reasons for work in our society.

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Reasons for work	Tigers (3)	Dan and the Real Tiger	37-45
Service to others	Dinosaurs (3)	The Biggest One in the Play	4-11
Conservation			
Improving ones level of living	Dinosaurs (3)	We Walk Dogs	13-17
Sense of worth	Dinosaurs (3)	The Animal With No Name	61-69
Personal planning	Signposts (5)	Hooray For Jasper	77-97
Respect for others	Secrets (6)	Jasper Makes Music	187-192
Repair and maintenance	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Skills and talents	Rewards (7)	Down, Down the Mountain	259-284
	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	A House of Aquanauts	138-139
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta (9)	Case of the Mysterious Tramp	284-293

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Dinosaurs (3)	We Walk Dogs	13-17
Skills and talents	Dinosaurs (3)	Red Is Nice	52-59
Reasons for work	Donosaurs (3)	The Animal With No Name	61-69
Special knowledge	Secrets (6)	Jasper Makes Music	187-192
Dignity of work	Rewards (7)	Down, Down the Mountain	259-284
Sense of worth			
Responsibility	Fiesta (9)	Doctoring an Elephant	28-39
Pride in work	Fiesta (9)	A House of Aquanauts	138-139
Resourcefulness	Fiesta (9)	Jazz	160-165
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta	Rupert Piper Becomes a Hero	296-308

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

Concept-Descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Dependability	Tigers (3)	Dan and the Real Tiger	37-45
Concern for others	Dinosaurs (3)	One-Way Tickets	27-35
Sense of worth	Rainbows (4)	Pedro's Bike	98-115
Interpersonal relationships	Signposts (5)	Roberto is Always a Problem	29-42
Safety	Signposts (5)	The Mitten	177-193
Service to others	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Interdependence	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	Who Needs Punch?	62-63
	Fiesta (9)	Doctoring an Elephant	28-39
	Fiesta (9)	Ronnie and the Admiral	42-59
	Fiesta (9)	A House of Aquanauts	138-139
	Fiesta (9)	Brave Kate Shelley	265-276
	Fiesta (9)	Case of the Mysterious Tramp	284-293

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Leisure	Tigers (3)	Lan and the Real Tiger	37-45
Leisure vs industry	Fiesta (9)	Jazz	160-165
Reasons for work	Fiesta (9)	Case of the Mysterious Tramp	284-293
Maintenance			
Alternative life styles	Fiesta (9)	Rupert Piper Becomes a Hero	296-308
Work and play			
Planning ones future			

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-Descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	Dinosaurs (3)	We Walk Dogs	13-17
Necessities	Dinosaurs (3)	One-Way Tickets	27-37
Luxuries	Rainbows (4)	Too Many Bozos	57-75
Skills and abilities	Rainbows (4)	Pedro's Bike	98-115
Purchasing power	Rainbows (4)	Never Go Swimming With a Porcupine	162-165
Making choices	Secrets (6)	Jasper Makes Music	187-192
Ability to buy	Rewards (7)	Down, Down the Mountain	259-284
Availability of resources	Panorama (8)	Henry Ford	139-141
	Panorama (8)	Eddie and the Doll	211-226
	Panorama (8)	The Snake in the Carpool	9-34

Consumer Education Goal: Students will be able to recognize the skills of the decision-making process.

Concept-Descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	Tigers (3)	Tigers, Here We Come	27-35
Making Choices	Dinosaurs (3)	One-Way Tickets	27-37
Needs vs wants	Rainbows (4)	Too Many Bozos	57-75
Needs vs desires	Signposts (5)	Roberto is Always a Problem	29-42
Ability to buy	Secrets (6)	Jasper Makes Music	187-192
Skillful buying	Secrets (6)	Shopping Spree	218-219
The wise buy	Rewards (7)	Down, Down the Mountain	259-284
Products and knowledge	Panorama (8)	The Snake in the Carpool	9-34
Comparative shopping			

Consumer Education Goal: Students will be able to recognize effective shopping techniques

Concept-Descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Secrets (6)	Shopping Spree	218-219
Making choices			
Comparative buying			
The wise buy			
Product knowledge			
Advertisements			
Skillful buying			

Consumer Education Goal: Students will be able to recognize how consumer skills can improve a standard of living.

Spending within an income	Dinosaurs (3)	Red is Nice	52-59
Savings vs spending	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Productivity	Rewards (7)	Down, Down the Mountain	259-284
Wise use of resources			
Comparative buying			

Consumer Education Goal: Students will be able to recognize the relationship between supply and demand.

Supply vs demand	Signposts (5)	The Mitten	177-193
Needs vs desires	Rewards (7)	Mr. Picklepaw's Popcorn	148-165
Resources			
Alternative choice			
Overcoming shortages			
Surplus vs shortages			

APPENDIX C

LEARNING ACTIVITY MODULES

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Overview of Module Components.....1

Concepts and Activities

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Car.Ed. Goal 2. The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.....3

Car.Ed. Goal 3. The student recognizes the personal, social and economic reasons for work in our society.....4

Car.Ed. Goal 4. The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.....5

Car.Ed. Goal 5. The student recognizes that in our society we are dependent on the good and services of others for our welfare and survival.....6

Car.Ed. Goal 6. The student recognizes the physical and psychological reasons for work and leisure activities.....7

APPENDIX C

Learning Activity Modules

Career Education Goal (See pages 1-6)

Concepts developed by this goal

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
(See lists following each goal statement)

II. Select as many of these activities as reasonable to develop this module. The details of each component can be found in the publications listed under each activity heading

Instructional Activities

A. Basal reader stories - see Appendix B for stories listed for each career education goal. Read each story guide for particular concepts developed through the use of the Teaching Guide. Particular stories may prove more productive when used with these activities.

B. Audiovisual media - see Appendix A for lists of films, filmstrips, records, cassettes, study prints, slide sets, film loops, exhibits, field trips, and other related books. The list of reading selections are not exhaustive by any means. Consider asking your building librarian to suggest titles related to certain basal reader stories. Add others that come to mind as you become better acquainted with the concepts that are subordinate to this goal statement.

C. Small and large-group activities - these activities have been lifted from three commonly-used Portland area publications.

1. Career Education, An Idea Book, Area II, Portland Public Schools, Portland, Oregon.

2. Career Education in the Elementary Curriculum, The FLAB Cluster Schools, Area III, Portland Public Schools, Portland, Oregon.

3. Elementary Career Education Starts With Awareness, Area I, Portland Public Schools, Portland, Oregon.

D. Direct experiences - this section is provided as an open space with no references. Write in any experiences you have heard about, even one that has occurred spontaneously in the classroom. These are the kind of ideas that may never reoccur, but because they clicked and meshed with your goals, the stage needs to be set for them to create an awareness among other children at another time.

APPENDIX C

Learning Activity Modules

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Benefits __Cooperation __Acceptance of others __Sharing labor __Interpersonal relationships __Resourcefulness __Personal satisfaction __Volunteerism.

C. Small and large-group activities

1) Services, Goods; Knowing Person's Occupations - Students will acquire knowledge of careers of others that are available to themselves, An Idea Book, No. 112, 113.

2) Similarities and Differences in Occupation - Students will become aware that occupations have their differences and a suitable career e ists for everyone, living anywhere in the world. An Idea Book, No. 116, 117, 131.

3) Special Names Given to Leaders - To familiarize students with special names and titles given to people to describe their work and responsibilities - teach about job descriptions. An Idea Book, No. 212, 222.

4) Understanding of Needed Training, Skills, Needs and Services of Certain Occupations - Students will discuss, then develop a chart to delineate information about job descriptions, training needed, tools, skills needed and services or goods produced. Elementary Career Education Starts With Awareness. p. 50.

5) Construct an "All About Me" Book - Students will use drawings and other visual tactile devices to indicate their concepts of themselves according to several personal characteristics. FLAB Activity Card No. 3

6) Understanding Moods and Emotions - Through use of study prints facial and body language will be evaluated to discuss personal moods and feelings in response to certain situations. FLAB Activity Card No. 28

7) Use the Film - Evan's Corner (Relates to basic human need to be with and help others.)

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Interpersonal relationships __Sharing labor __Cooperation __Planning with others __Job description.

C. 1) Division of Labor at School - Make the student aware that different jobs require different skills. An Idea Book, No. 84

2) Class Newspaper: Reporters, Artists, Writers, Photographers - Students will learn about persons and the jobs needed to make and deliver a class newspaper. An Idea Book, No. 132, 133, 137, 141

3) Animal Doctors: Care of Pets - Develop awareness among children that they have responsibilities for the health and training of their pets; their families and classmates need to cooperate in care of classroom and home pets - An Idea Book, No. 132, 133, 137, 141

4) Classroom Grocery Store - Students will set up and assume job roles within a simulated grocery store. Elementary Career Education Starts With Awareness, P. 53.

5) The Assembly Line - Students will participate in a simulated construction of single products by using a sequenced assemblage of materials. Elementary Career Education Starts With Awareness, p. 55

6) Use the Film: Clothing: A Pair of Blue Jeans

Career Education Goal: The student recognizes the personal, social and economic reason for work in our society.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Reasons for work __Service to others __Conservation __Improving ones level of living __Sense of worth __Personal Planning __ Respect for others __Repair and maintenance __Skills and talents.

C. 1) Home and Family - To understand why families sometimes choose between spending now and spending later. An Idea Book, No. 40

2) Goods and Services - Families need money to buy goods and services. An Idea Book, No. 40-41.

3) Occupational Descriptions and Titles as Riddles - Familiarize job title by describing job characteristics as riddles. An Idea Book, No. 220, 264 (Also, see FLAB Activity Card No. 77)

4) Dramatization of Understanding of Job Roles - Student will plan, prepare, and perform brief dramatizations of their understanding of occupational roles. Elementary Career Education Starts With Awareness, p. 84 (Also see pp. 85-88 regarding extensive lists of other types of language arts related activities concerned with students' conceptualization of job role descriptions.)

5) "What's Your Bag" - Students do illustration of occupational "bags" that certain jobs and professions use. FLAB Activity Card No. 89

6) Use the Movie: We Want Goods and Services

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibiliti from its participants.

C. 1) There is Honor in Work - Create an awareness with students that parents perform work that is essential, and contributes to the common good of everyone in a community. An Idea Book, No. 80

2) Bicycle Safety - Students should acquire an understanding of using equipment and machines that are safe to use. An Idea Book No. 101

3) Inspectors Inspection - Some jobs people do are mainly related to helping everyone live safely and healthfully. An Idea Book, No. 105

4) Measuring Tools - The student will become familiar with a variety of measuring tools and occupations that use them. An Idea Book, No. 124-126

5) Responsibilities in the Home and School - Students will recognize the jobs that are done around home and school, and then describe the manner in which each job is done well. FLAB Activity Card No. 39 and 40.

6) Use the Film - A Rock In the Road

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Dependability __Concern for others __Sense of worth __Interpersonal relationships __Safety __Service to others __Interdependence

C. 1) All Families Need Food - All families find ways to provide themselves food and clothing. An Idea Book, No. 4 and 43.

2) All Jobs are Important - Children learn to understand that the work of all people is important. An Idea Book, p. 80

3) Who Fixes What? - Students will become familiar with occupations that are involved with making repairs of some kind. An Idea Book, No. 145-147

4) School and the Neighborhood - Students will become aware of the stores and services in the school neighborhood. An Idea Book, No. 261

5) What Is a Neighborhood? Students illustrate all business and occupations they observe on a walking field trip. Elementary Career Education Starts With Awareness. p. 41

6) Dependence on Workers to Maintain a Home - Students will construct a bulletin board to indicate occupations that are called upon to repair certain parts of a house. Elementary Career Education Starts With Awareness, p. 61

7) Safety in the Classroom - Students will discuss the duties of persons who monitor the safe and unsafe practices of students and the hazards that exist in a classroom. FLAB Activity Card No. 35 (Also see An Idea Book, No. 105).

8) Investigation of Contributors to Product Development - Students will trace the activities associated with certain products. FLAB Activity Card No. 84

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Leisure __Leisure vs industry __Reasons for work __Maintenance
__Recreation __Alternative life styles __work and play __planning ones future.

C. 1) Interests and Abilities - The student will become aware of various occupation and avocations that can be determined by personal interests and desires.
An Idea Book, No. 120